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ABSTRACT

This guideline is intended as a resource for instructors who are teaching an office procedures course. This course offers closure for all students completing a scope and sequence in the business education program--accounting, secretarial, office services, and related areas. The stated purpose of the course is to prepare a secondary learner for entry-level employment as a successful automated office employee in a business environment. A minimum of 60 hours is suggested, but one semester or two trimesters are recommended. These materials are provided: a list of student learning objectives, a list of competencies, a curriculum outline, and suggested grading guidelines. Main topics in the curriculum outline are professional/leadership development, role of the administrative assistant, work flow, office automation, application of word processing procedures, communications, use of reference materials, mail handling procedures and techniques, management of records, telephone techniques and procedures, machine maintenance/care, computational skills, job search, and optional externship. Sample materials for use in the unit on professional/leadership development are appended. An annotated listing of resource materials for the course is also provided. (YLB)

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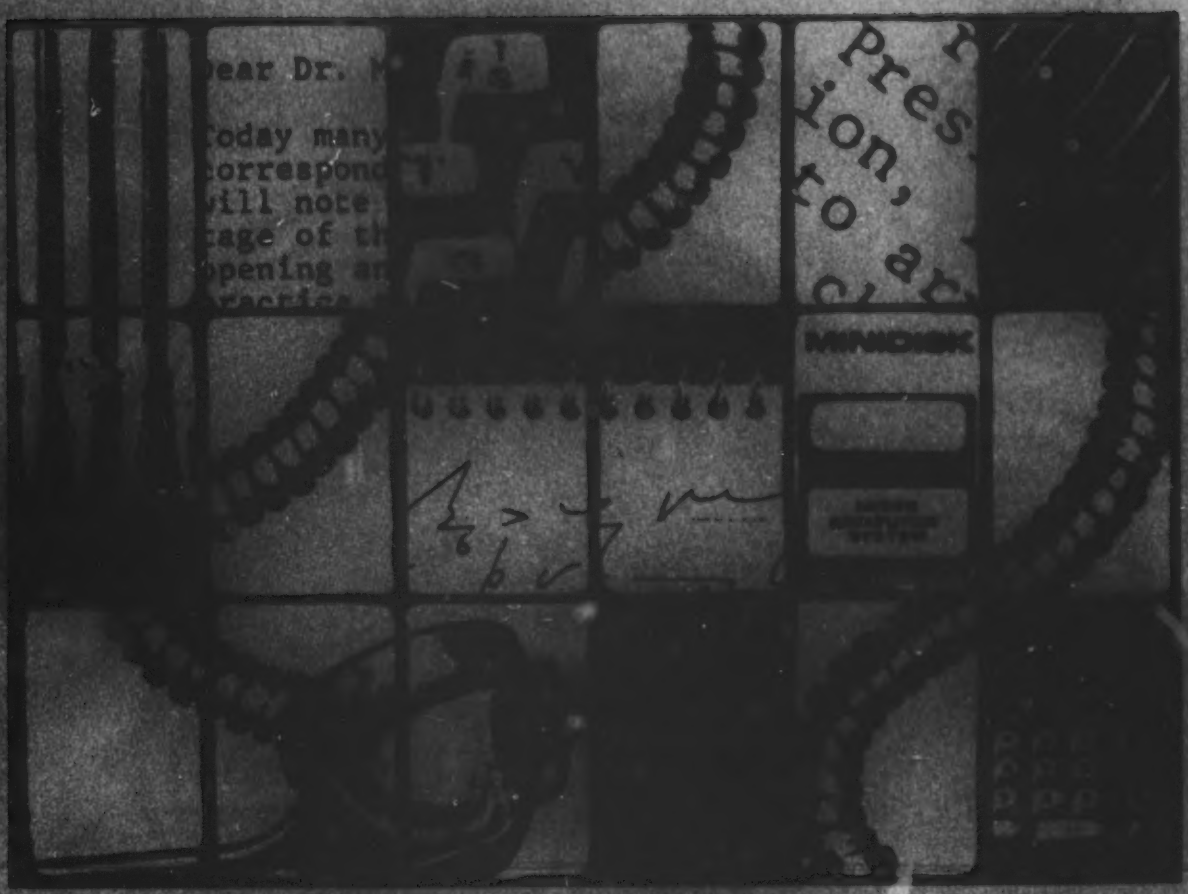

OFFICE PROCEDURES CURRICULUM GUIDELINES

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OFFICE PROCEDURES

CURRICULUM GUIDELINES

Dr. Frank B. Brouillet
State Superintendent of Public Instruction

Janet L. Carlson
Assistant Superintendent
Vocational-Technical and Adult Education Services

Jay Wood, Administrator
Program Development Section

Dr. Mari C. Shaw, Program Specialist
Business Education and Project Director

Bernita Carlson, Project Coordinator
for Guidelines Writing Committee
Spokane School District

This is a publication of the Division of Vocational-Technical and Adult Education Services, Office of the Superintendent of Public Instruction, Old Capitol Building, Olympia, Washington 98504

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COMMITTEE MEMBERS

Pat Barry	Columbia High School P. O. Box 8 Burbank, WA 99323 (509) 545-8573
Bernita Carlson Project Coordinator	North Central High School North 1600 Howard Street Spokane, WA 99205 (509) 455-5220
Jackie McKay	Moses Lake High School 803 East Sharon Moses Lake, WA 98837 (509) 263-2136
Jane Scott	Columbia River High School 800 Northeast 99 Street Vancouver, WA 98661 (206) 753-7171
Dr. Mari C. Shaw	Business Education Program Specialist and Project Director Old Capitol Building, FG-11 Olympia, WA 98504 (206) 753-5647 SCAN 234-5647

FOREWORD

Purpose of the Project

The purpose of the project was to produce a guideline for the delivery of office procedures, continued skill development and conceptual learning relative to the new and emerging technologies.

This project should serve as a resource for Business Education instructors who are teaching a vocational class representing a critical component of a secondary Business Education program.

The Committee Process

A statewide committee of teachers having expertise in the content area was formed to research course content, grading practices, student learning objectives, integrating higher order thinking skills and available courseware to deliver instruction in office procedures skill development within a secondary Business Education classroom.

RECOMMENDATIONS

The committee recommends the following:

1. That this guideline be distributed to vocational directors/ administrators and Business Education departments in all Washington State school districts during the Summer 1987.

2. That a statewide curriculum task force be appointed to review and revise this guideline every two years.

3. That the Washington State Advisory Committee for Business Education evaluate and provide for validation of the guideline prior to its next revision.

INTRODUCTION

With technologies changing so rapidly, it is imperative that Business educators insure their students have opportunities to become technologically literate. The understanding of microcomputer technology as an intellectual tool needs to continue to be facilitated by local districts. Students need to be assisted with learning concepts, acquiring critical thinking skills, accessing and managing information and expanding their creative abilities. These opportunities can be addressed through a class providing closure to a Business Education program.

The Policies Commission for Business and Economic Education recommended that a futuristic Business Education curriculum: (a) Reflect emerging technology such as voice-reproduction systems, electronic mail, networking, teleconferencing and voice-activated equipment; (b) Include such concepts as the electronic cottage, ergonomics, robotics in the workplace, satellite communications and expert systems and artificial intelligence; (c) Incorporate concepts that teach workers to function effectively in a highly technical environment; and (d) Reflect the ethical dimensions of such issues as computer security, software rights, copyright protection, information integrity and invasion of privacy.

If the Business Education curriculum is to provide office employees with competitive skills for the employment markets, course content which provides appropriate knowledge and mastery of the technology must be provided. Office Procedures is a class whereby an integration of these technical skills and knowledges can be achieved as closure to a programatic approach to a Business Education curriculum.

As indicated in the suggested scope and sequence matrix that follows, Office Procedures is recommended for all students completing a Business Education program--Accounting and Related (070101); Secretarial and Related (070601); and Office Services and Related (070701).

Course Title: Office Procedures 079990

Course Description: Office Procedures offers closure for all students completing a scope and sequence in the Business Education program. Through the delivery of instruction in Office Procedures students are able to integrate accumulated skills and knowledges with trends and practices existing in current and projected business environments.

Purpose of the Course: To provide updated information and additional skill development relative to the current and projected technologies that will be experienced by the entry-level employee.

Course Level: Grades 11-12

Course Length: A minimum of 60 hours. One semester (90 hours) or two trimesters (120 hours) are recommended; however, for those districts supporting enrollments for 180 hours, additional materials are provided in this guideline to be of assistance in each situation.

SUGGESTED SCOPE AND SEQUENCE

Accounting and Related
(070101)

Keyboarding	180
Accounting	180
Elect. Math Applications	90
Micro. Applications	90
Business Communications	90
Office Procedures	90
(Info. Proces. Applic.)	(180)
*Coop. Office Education	360
(Accounting II)	(180)
(Business Law)	(90)
- - - - - - - - -	
(Shorthand I)	(90)

Secretarial and Related
(000601)

Keyboarding	180
(Accounting)	(180)
Elect. Math Applications	90
Micro. Applications	90
Business Communications	90
Office Procedures	90
Info. Proces. Applic.	180
Shorthand I	90-180
*Coop. Office Education	360
(Accounting II)	(180)
(Recordkeeping)	(90)
(Business Law)	(90)

Office Services & Related
(070701)

Keyboarding	180
(Accounting)	(180)
Elect. Math Applications	90
Micro. Applications	90
Business Communications	90
Office Procedures	90
Info. Proces. Applic.	180
*Coop. Office Education	360
(Accounting II)	(180)
(Business Law)	(90)
(Recordkeeping)	(90)
(Shorthand)	(90-180)

*Cooperative Office Education (180 hours, class; 405 hours on-the-job training) recommmend -OR- a minimum of 90 hours of Office Procedures as closure to the program.

( ) = Suggested but NOT required for program completion.

Note: In small districts with limited enrollment and staff, a comprehensive program may be delivered through a lab methodology or by scheduling courses in alternating years. Contact the Business Education office at SPI for technical assistance in implementing or revising Business Education curricula: (206) 753-5647/SCAN 234-5647.

GOAL

To prepare a secondary learner for entry-level employment as a successful automated office employee in a business environment.

STUDENT LEARNING OBJECTIVES (SLOs)*

The successful office procedures student will be able to:

1. Define automated office terminology.
2. Produce basic business messages in usable form.
3. Utilize references to locate or verify information.
4. Employ correct telephone techniques, etiquette and ethics.
5. Identify/use records management (filing) procedures for hardcopy and softcopy.
6. Differentiate between automated and nonautomated mail services and describe usages.
7. Describe various options for electronically transmitting information.
8. Identify/describe automated office trends and new technologies.
9. Evaluate appropriate behavior in simulated interpersonal relations situations.
10. Construct job search materials and role play/simulate the search process.
11. Demonstrate professional/leadership development.

*Measurement/standards should be recommended and validated by the local advisory committee.

COMPETENCIES

The successful office procedures student will be able to:

1. Format and produce usable basic business communications.
2. Use the telephone in a business setting.
3. Discuss the impact of and trends in automation using appropriate terminology.
4. Make decisions relative to the use of appropriate mail procedures.
5. Locate and/or verify information from various resources.
6. Process, store and retrieve information.
7. Demonstrate employability through the job-search process.
8. Interact appropriately with peers and supervisors in the classroom environment.

CURRICULUM OUTLINE

		90 hour	180 hour
I.	Professional/Leadership Development	5	10

A. Work Habits and Traits
   1. Attendance
   2. Punctuality
   3. Positive self-image
   4. Dependability
   5. Cooperation
   6. Enthusiasm
   7. Honesty
   8. Initiative
   9. Safety-conciousness
   10. Flexibility
   11. Tact
   12. Sense of humor

B. Skills
   1. Follow written and oral directions
   2. Maintain an organized work area
   3. Make independent decisions
   4. Work with others
   5. Manage time
   6. Handle criticism
   7. Handle stress
   8. Set goals

C. Application--Business Simulation
   1. Employment
      a. related careers
      b. getting a job
      c. grooming and attire
   2. Office systems and procedures

II.	The Role of the Administrative Assistant	3	6

A. Definition of the Administrative Assistant Role

B. Traditional Office Environment

C. Automated Office Environment

D. Skill Requirements
   1. Interpersonal relations
   2. Technical skills
   3. Personal skills

III.	Work Flow	4	10
	A. Organization of Work Stations		
	B. Time Management		
	C. Organization Chart/Chain of Command		
	D. Interdependence		
	E. Teamwork		
IV.	Office Automation	5	10
	A. Terminology		
	B. Word Processing 1. Definition 2. Components		
	C. Computers--Hardware and Software		
	D. Emerging Technologies 1. Ergonomics 2. Robotics 3. Artificial intelligence 4. Electronic cottage 5. Ethical dimensions 6. Copyright protection 7. Information integrity 8. Interactive video		
V.	Application of Word Processing Procedures	12	25
	A. Formatting Documents		
	B. Editing		
	C. Printing		
	D. Using Special Functions 1. Spell check 2. Search and replace 3. Select and sort 4. Mail merge 5. Standard letters and/or paragraphs		
	E. Disk Use/Storage		
	F. Production (work) Measurement		

VI.	Communications	14	25
	A. Language Usage Skills		
	1. Spelling		
	2. Word division		
	3. Grammar		
	4. Word usage		
	5. Capitalization		
	6. Number form		
	7. Business terminology		
	8. Paragraph development		
	B. Processing Business Documents		
	1. Letters, memos, reports		
	2. Statistical reports		
	3. Forms		
	C. Detecting and Correcting Errors		
	D. Meeting the Public		
	E. Conflict Resolution		
	F. Listening		
VII.	Use of Reference Materials	3	6
	A. Identification of Reference and Information Tools		
	B. Use of Reference Tools		
	1. Dictionaries		
	2. Secretarial and word division manuals		
	3. Directories		
	4. Thesaurus		
	5. Data bases		
	6. Libraries		
VIII.	Mail Handling Procedures and Techniques	6	10
	A. Incoming Mail		
	B. Outgoing Mail		
	C. Electronic Mail		
	1. Voice mail		
	2. Facsimile		
	3. Telex		
	4. Teletex		
	D. Mailway Systems		
	1. Computerized bulletin boards		
	2. Electronic calendar		

E. United States Postal Service
   1. Classes of mail
   2. Special services
   3. Postage meters

F. Other Mail Services

IX. Management of Records — 15 — 20

A. Filing Systems
   1. Manual
   2. Automated
   3. Electronic

B. Manual Filing Procedures

C. Electronic File Maintenance Procedures

D. Reprographics

E. Microimagery

X. Telephone Techniques and Procedures — 10 — 15

A. Types of Telephone Systems

B. Call Handling Procedures
   1. Incoming calls
   2. Outgoing calls

C. Use of Directories

D. Telecommunications
   1. Teleconferencing
   2. Satellite Communications
   3. Networking

XI. Machine Maintenance/Care — 1 — 3

A. Machine Care
   1. Cleaning
   2. Changing ribbons
   3. Machine failure

B. Machine Maintenance
   1. Changing print wheels
   2. Other

C. Safety Practices

XII.	Computational Skills	7	10
	A. Ten Key Pad Skill Applications 1. Memory 2. Constants 3. Reciprocals		
	B. Payroll		
	C. Discounts or Sales Taxes		
	D. Spreadsheet Applications		
XIII.	Job Search	5	10
	A. Assessment of Skills and Interests		
	B. Resume		
	C. Letter of Application		
	D. Application Form		
	E. Interview		
	F. Follow-up Letters		
XIV.	Optional Externship (Not Coop--Unpaid Educational Experience)		20
	A. Shadowing		
	B. Observation		
	C. Specialized Area Simulations 1. Legal 2. Medical 3. Insurance 4. Real estate 5. Other		

The examples below provide possible weighting scales for assigning an overall grade in an Office Procedures one- or two-semester course.

EXAMPLE 1

Tests	45%
Quizzes	25%
Daily Work	20%
Leadership	10%

EXAMPLE 2

Tests/projects	50%
Daily Work	30%
Leadership	
Attendance	10%
Participation	10%

Possible percent grade scales are:

EXAMPLE 1

A	90-100%
B	80- 89%
C	70- 79%
D	60- 69%

EXAMPLE 2

A	93-100%
B	83- 92%
C	73- 82%
D	60- 72%

Provided below are examples for grading scales for timed writes on numerical copy on a 10-key pad.

EXAMPLE 1

The following scale uses a percentage for basis of a grade:

130-150 digits per minute (dpm)	90% accuracy = A
110-129 dpm	90% = B
90-109 dpm	90% = C
70- 89 dpm	90% = D

EXAMPLE 2

The following grading scale uses an error limit for basis for a grade. Four errors in four minutes are allowed (one error per minute).

100 dpm = A
90-99 dpm = B
80-89 dpm = C
70-79 dpm = D

EXAMPLE 3

With three to five chances to pass, it is suggested that the one-minute timings on the 10-key unit be graded on the following scale with a two-digit error limit.

100+ dpm = A
96-109 dpm = B
80- 95 dpm = C
70- 79 dpm = D

APPENDIX A

PROFESSIONAL/LEADERSHIP DEVELOPMENT - EXAMPLE 1

Business Education Department Name: _____

Course: _____ Year: _____ Semester: 1 2

- -

Professional/leadership development skills are necessary to assist students transferring from a school environment into the workforce. When students accept positions with business, they also accept a responsibility for adapting to the social structure and working with other individuals in that business. According to many businesses, people lose or leave their employment, not because they are not technically qualified, but because they cannot get along with their co-workers or supervisors. Employers rightfully expect that a well-trained Business Education Program graduate will possess interpersonal relationship skills, qualifying them to interact with others in a positive and productive manner.

For these, as well as other reasons, professional/leadership development has been made a requirement of all vocational education programs in Washington State including Business Education.*

Therefore, all students in each business Education course will be evaluated on professional/leadership development based on the number of activities in which they participate:*

4 activities per class = A
3 activities per class = B
2 activities per class = C
1 activity per class = D

*WAC Chapter 490-48A-010 Vocational Student Organization: Leadership development in vocational programs in secondary schools, vocational-technical institutes, and community colleges will be made available to all students as an integral part of the instructional program.

**In order to evaluate students in each class, there should be a student learning objective (SLO) documented for each class and weighted 10-20 percent of the course grade. This would serve as an accountability device for the instructor and as a goal/objective for the student to accomplish.

State of Washington, Superintendent of Public Instruction, Standards for Vocational Education Programs 81-4B, Item Number 5: Leadership development through planned activities providing for transition from school to job must be an integral part of the instructional program . . . .

APPENDIX A (continued)

Professional/leadership development activity report forms must be requested from the Business Education instructor, completed by the student and signed by the adult in charge of the activity. Completed activity forms are to be stapled to a cover sheet and submitted to the Business Education instructor. To receive credit for a particular activity, it may not be repeated (e.g., each activity can receive credit only one time per class per semester).

SUGGESTED PROFESSIONAL/LEADERSHIP ACTIVITIES

1. Officer of a school organization (FBLA, etc.)
2. Member of a school organization (FBLA, etc. - dues paid)
*3. Attendance at a school organization conference: (FBLA District Fall Leadership Conference; Spring Leadership Conference; State Leadership Conference)
4. Participate in a school organization fund raiser
5. Attend a school organization meeting
**6. Ninety percent of Excellence Points
7. Prepare a bulletin board for classroom
8. Arrange for a guest speaker
9. Introduce a guest speaker
10. Volunteer to work on a student body or school organization committee
11. Volunteer for community service/charity activity
12. Attend a meeting of a professional organization (e.g., Kiwanis, Advisory Committee, Chamber of Commerce, Rotary Club, etc.)
13. Interview a person in a business position not employed in an educational position
14. Review in written/oral presentation the history, officers, duties, constitution, etc., of a professional organization/ vocational organization
15. Report in written/oral form experiences gained through attendance at a civic organization (e.g., Kiwanis, Rotary, etc.)
16. Design an independent project with instructor's approval
17. Dress in business attire

*FBLA State and National dues must be paid to attend Regional, State and National conferences. Dues for 1987-88: Due December 1; $3.00, State--$4.00, National in order to compete at State Leadership Conference. Dues are payable on or before February 1 in order to attend State Leadership Conference.

**Excellence points refer to five points daily that each student receives for being in class, on time, prepared to go to work and using appropriate interpersonal relationship skills throughout the class period.

APPENDIX A (continued)

PROFESSIONAL/LEADERSHIP ACTIVITY REPORT FORM

Name: _____ Date of Activity: _____

Description of Activity: _____

_____

Keep this form until all activities are completed for the semester. Staple all forms to a cover sheet and submit to the Business Education class instructor.

_____
Signature of Adult Supervisor

- -

GUIDELINES FOR PROFESSIONAL/LEADERSHIP DEVELOPMENT COMPONENTS
EXAMPLE 2

Professional leadership development components, defined by student learning objectives, should be included in EACH COURSE in the Business Education Program.

The Business Education instructor(s) should keep the following in mind when teaching to these objectives: 1. Students must be aware of the objectives being taught; 2. The instructor needs to be creative in developing and using professional/leadership activities in order to avoid duplication of activities used in other Business Education courses; and 3. Records of activities must be kept for each student in EACH COURSE.

These guidelines are offered to provide assistance for instructors. Included are general operating procedures, suggestions for implementation, strategies for delivering professional/leadership development and suggested, successful activities implemented by other instructors.

General Procedures:

1. Select three of the traits/work habits listed in the objectives for emphasis in each course.
2. Determine no more than four indicators for each trait/work habit.
3. Tell the students the professional/leadership development emphasis for EACH COURSE, the indicators that will be observed and the manner of grading and recording.
4. Provide students with appropriate instruction.
5. Follow up with observation, grading and recording.

APPENDIX A (continued)

Implementation:

1. In a lab delivery system, take the course outlines/syllabi for each of the courses being delivered and make a composite list of the topics to be covered. Cross-reference the list with the district's recordkeeping form for professional/leadership development.
2. Identify activities for teaching each topic. Resources might include: textbooks, periodicals, conference and inservice sessions, district professional/leadership development activities and co-educators.
3. Designate specific days of the month/week as days when everyone in class will interact on activities (e.g., small group tasks, film, group project).
4. Promote peer counseling activities--students training other students.
5. Appoint class managers, rotating on a regular (weekly) basis. Tasks assigned to managers might include: recordkeeping duties, proofreading, etc.
6. Provide simulations, practice sets or case studies to assist in delivering instruction in professional/leadership development.
7. Develop simulations using structured groups of students.
8. Request students to account for their own professional/leadership records.

Strategies for Teaching Professional/Leadership Development:

1. Obtain examples and resources from the business community--Advisory Committee members.
2. Draw from personal work experience--the teacher's or the students'.
3. Integrate seminars/workshops and class discussions into the course.
4. Develop an audio-visual presentation and follow this up with a class discussion or a written reaction paper.
5. Arrange for individual field trips for students and require a follow-up written or oral evaluation.

Leadership Traits/Habits for Emphasis in EACH COURSE:

1. Dependability (e.g., attendance, punctuality, meeting deadlines, having appropriate materials for class--pencil, paper, etc.).
2. Self-discipline (e.g., correct technique, working with distractions, paying attention, respecting equipment).
3. Following oral instructions adequately.
4. Following written instructions adequately.
5. Practicing problem-solving techniques.

APPENDIX A (continued)

PROFESSIONAL/LEADERSHIP DEVELOPMENT - EXAMPLE 3

Name: _____

Class: _____ Semester : _____

Points Earned: _____ Grade: _____

- -

DIRECTIONS: Professional/leadership points for EACH Business Education class will be recorded. Make sure to obtain the necessary signature(s) for verification. Signature(s) may be recorded at the end of this form. Attach any required papers to this form. If any help or suggestions are needed for obtaining points, talk with the instructor(s). These points will count toward 10% of the final grade for this class. USE ONE FORM PER BUSINESS EDUCATION CLASS.

Points		Earned
50	Pay dues to a student organization	_____
70	Attend a State Conference	_____
50	Attend a Regional Conference	_____
75	Hold office in a student organization	_____
**	Serve as a Committee Chair	_____
**	Serve on a Committee	_____
**	Sell fund-raising items	_____
25	Attend a student organization meeting	_____
25	Donate two cans of food for a food drive	_____
25	Type a project for a teacher or student	_____
25	Introduce a guest speaker	_____
10	Help another student with an assignment/project	_____
10	Donate food to a Business Department student function	_____
50	Visit a business and evaluate the experience	_____
50	Present an oral report to the class	_____
10	Exhibit appropriate grooming/hygiene--"Dress Up Day"	_____
25	Write a thank-you letter to a speaker, etc.	_____
25	Practice good housekeeping practices in class	_____
100	Perfect attendance this term	_____
25	Always on time for class	_____
50	Design and put up a classroom bulletin board	_____
75	Write a paper on interpersonal relationships	_____
50	Attend a leadership camp	_____
50	Visit a post-secondary school and submit a written evaluation	_____
10	Demonstrate some technique/project to the class	_____
10	Assist with planning a field trip	_____
25	Prepare an employment application	_____

APPENDIX A (continued)

25	Prepare a Resume	_____
25	Prepare a Letter of Application	_____
25	Prepare a Letter of Inquiry	_____
10	Make signs/posters to promote the Business Department	_____
25	Receive Student of the Week Award	_____

**Number of points depend on the type of committee or fund-raising project. The instructor will determine the points to be awarded.

SIGNATURE(S) REQUIRED FOR VERIFICATION:

_____ _____

_____

_____

_____

_____

APPENDIX A (continued)

PROFESSIONAL/LEADERSHIP DEVELOPMENT - EXAMPLE 4

Philosophy

Leadership is so important to the success and well-being of individuals and groups that it is considered one of the basic standards for all students enrolled in vocational education programs.

Leadership development includes:

* developing self-esteem and such habits and traits as dependability, flexibility, and initiative
* developing communication, organizational, and social skills

Class Activities for Development of Leadership

Activities such as the following will provide leadership development opportunities for the students in each course.

Students may be asked to:

1. Define leadership and identify qualities of leaders
2. Demonstrate behaviors appropriate to the home or work setting, such as:

   a. attendance
   b. punctuality
   c. dependability
   d. honesty
   e. initiative
   f. flexibility
   g. patience
   h. loyalty
   i. open-mindedness
   j. fairness
   k. sense of humor
   l. positive thinking
   m. enthusiasm
   n. assertiveness
   o. sensitivity
   p. creativity

3. Demonstrate one or more of the following skills:

   a. manage conflict/stress
   b. handle criticism
   c. manage time
   d. follow-up
   e. work in a team
   f. solve problems
   g. plan for action
   h. motivate others
   i. convert a goal to action

4. Participate in an advisory committee meeting
   a. school
   b. community
5. Assist other students in equipment operation (peer teaching/learning)

APPENDIX A (continued)

6. Plan and develop classroom projects which stimulate "real life" situations

7. Prepare and present oral reports to class

8. Accept opportunities for individual and group evaluation by assisting in analyzing projects or presentations

9. Accept responsibility for self-evaluation

10. Arrange for community speakers using appropriate methods of communication and introduction

11. Arrange visitations to businesses using appropriate methods of communication

12. Design and execute bulletin boards/display areas/exhibits

13. Share vocational skills with others
    a. school
    b. home
    c. community

14. Demonstrate ability to maintain organized work statioin

15. Demonstrate communication skills
    a. listening
    b. writing
    c. speaking

16. Plan and participate in human relations activities
    a. solving problems
    b. working with a group
    c. simulating/role playing

17. Share on-the-job experience with the class

18. Share related learning experiences with the class

19. Assist in developing plans of action that identify who is responsible for what activity and a time line for project completion

20. Assist in conducting an information campaign for the deparment

21. Publicize class activities by contributing to school and community news media

22. Plan, manage and execute a demonstration

APPENDIX A (continued)

23. Participate in planning, organizing and implementing an open house for parents/staff/students

24. Serve as guides for visitors to the school

25. Participate in a vocational student leadership club

26. Participate in school leadership activities

APPENDIX A (continued)

School: _____ Teacher: _____

Class: _____ Period: _____

*Date	Activity	Comments
	1. Define leadership and identify qualities of leaders	
	2. Demonstrate behaviors appropriate to the home or work setting, such as: a. attendance b. punctuality c. dependability d. honesty e. initiative f. flexibility g. patience h. loyalty i. open-mindedness j. fairness k. sense of humor l. positive thinking m. enthusiasm n. assertiveness o. sensitivity p. creativity	
	3. Demonstrate one or more of the following skills: a. manage conflict/stress b. handle criticism c. manage time d. follow-up e. work in a team f. solve problems g. plan for action h. motivate others i. convert a goal to action	

*Instructors may select specific activities and design an instrument similar to this to record the students' participation.

RESOURCE MATERIALS FOR OFFICE PROCEDURES

Courseware: | Publisher:

A General Office Assistant Simulation--SunCoast Civic Center, 1987 — Southwestern Publishing
By: Taylor, Ransbottom, and Sanchez
Supplementary Materials: Text-Workbook and Teacher's Manual
Note: As assistants to an executive secretary, students perform such tasks as typing forms, composing and typing letters, typing correspondence using computations, handling phone inquiries and keeping a filing system of accounts. The supervisor tells them what to do via personal notes and helps them with assigning priorities.

Automated Office--Filmstrips and Cassettes, 1985 — Southwestern Publishing
By: Fosbury
Supplementary Materials: Teacher's Manual
Note: 2-volume set provides students with a visual impression of types of equipment used in an automated office. Narrative synchronized with photographs, illustrations, and graphic charts is used to describe the equipment and to explain the kind of work each piece is designed to perform.

Business Records Control, 6th Edition, 1987 — Southwestern Publishing
By: Goodman, Fosegan, and Bassett
Supplementary Materials: Textbook, Final Examination, Office Filing Procedures, Placement Test, Teacher's Manual (includes 24 transparency masters).
Note: Prepares students for entry-level records control jobs, consisting of filing principles, finding and controlling business records, indexing, coding and filing by 4 methods (alphabetic, subject, numeric, and geographic)--plus new systems including micrographics, microcomputers, magnetic media and optical disk storage. Takes 20-25 hours to complete.

Effective Business Communication, 8th Edition, 1985 — Southwestern Publishing
By: Burtness and Hulbert
Supplementary Materials: Textbook, Workbook, Tests, Teacher's Manual
Note: Teaches the importance of oral and written communication in business. Examples and illustrations are provided to reinforce key principles. A new grammar reference division is included in the text. Workbook offers special projects designed to help students correlate and refine their communications skills. The test package has been expanded to include a diagnostic test, 12 unit tests, 2 tests on the reference division and a final exam.

Electronic Office Procedures, 1987 Gregg Division
McGraw-Hill Book Company

By: Fruehling and Weaver
Supplementary Materials: Textbook, Study Guide/Applications Manual, Teacher's Manual and Key, Test Bank and Videotape
Note: A comprehensive overview of the evolving electronic office. The Study Guide/Applications Manual contains review questions, case problems, and applications coordinated with the text.

Employment Interview Activity Pack — Glencoe Publishing Company

By: June Dostal
Supplementary Materials: 60-minute cassette, 15 spirit masters and a Teacher's Guide. Students are taught to fill out job applications correctly, appear poised and prepared at interviews, ask pertinent questions, give thoughtful answers and show enthusiasm and interest.

Filing Made Easy, A Filing Simulation, 2nd Edition, 1985 — Houghton Mifflin Company

By: Holmes
Supplementary Materials: Filing Made Easy and Teacher's Manual
Note: 15-20 hour training in the ARMA rules used today. Alphabetic, geographic, subject and numeric filing procedures taught in a self-contained simulation. Self-check reviews allow students to evaluate their own progress.

Filing Skills — Gregg Division
McGraw-Hill Book Company

Supplementary Materials: 2 cassettes, 2 filmstrips, program guide and reproducible masters.
Note: Alphabetical files, regiional, chronological and numerical files.

Getting a Job, Basic Process Kit 1987 — Southwestern Publishing

By: Zeditz
Supplementary Materials: Basic Process Kit, Teacher's Manual
Note: A special-needs version of Getting a Job, Process Kit, designed specifically for use by students with learning disabilities. It has identical coverage to the standard kit, but is written at a fourth-grade level and contains simplified materials. This version can be used in the same classroom with the standard kit--or with full classes of special-needs students.

Getting a Job, Process Kit 2nd Edition, 1987 — Southwestern Publishing

By: Zeditz
Supplementary Materials: Process Kit and Teacher's Manual
Note: Individualized exercises that help students learn how to develop an effective resume and cover letter, develop a variety of ways to get an interview, present himself/herself positively in an interview and leave a job with excellent references. Samples of effective resumes and cover letters illustrate points made in the text. Good use by an unassisted student or in a group situation.

Gregg Reference Manual
6th Edition, 1985
Gregg Division
McGraw Hill Book Company

Supplementary Materials: Text Edition (spiral bound), Text Edition (soft cover), Trade Edition (hard cover), Worksheets, and Key to Worksheets

Help With Finding a Job, 1986
Houghton Mifflin Company
By: Brown
Supplementary Materials: Text-workbook and Teacher's Manual
Note: Includes such topics as preparing for the job search, exploring job possibilities, writing a resume and handling the interview effectively.

Intensive Office Skills Review
6th Edition, 1985
Southwestern Publishing
By: Kilchenstein and Grant-Goddard
Supplementary Materials: Text-workbook, Teacher's Manual
Note: An inventory of office skills and personal knowledge allows students to assess their potential in today's job market. Text-workbook reinforces terminology for a number of fields; reviews office skills and procedures; and discusses searching, finding and applying for a job. Coverage of civil service employment.

Introduction to Office Procedures
Gregg Division
McGraw-Hill Book Company

Supplementary Materials: 4 cassettes, 4 filmstrips, student worksheets and Teacher's Guide
Note: Provides an overview of the business world and a survey of business practices and office procedures.

Microcomputer Activities for Office Procedures, 1984
Southwestern Publishing
By: Olinzock and Santos
Supplementary Materials: Text-Workbook, Teacher's Manual and Diskettes for Apple, IBM or Tandy

Microcomputer Office Practice-Tronics, Inc., 1985
Southwestern Publishing
By: Atkinson and VanHuss
Supplementary Materials: Text-workbook (Employee's Manual) and Teacher's (Employer's) Manual; Diskettes for Apple, IBM or Tandy
Note: Students develop basic office skills, including keyboarding, communicating and information handling. Thirty jobs are contained on the diskette; complete instructions and source documents appear in the text-workbook.

Monarch Toy Company
J. Weston Walch
By: June Dostal
Supplementary Materials: 16 spirit masters and Teacher's Manual
Note: A simulation game for business communications. Includes 101 hypothetical situations requiring student answers.

Office Etiquette — J. Weston Walch
By: June Dostal
Note: Author puts students in the shoes of an advice columnist for office relations. Students follow a beginning office worker and are asked to answer questions on the appropriateness of her/his behavior.

Office Practice Activities — Glencoe Publishing Company
By: Olive Church, Ph.D.
Supplementary Materials: 50 spirit masters and 50 photocopy masters
Note: Includes puzzles, games, quizzes and other activities providing opportunities to build office skills and gain experience in office procedures, explore career interests, develop decision-making abilities and clarify personal values and goals.

Office Procedures, 1986 — Gregg Division
McGraw-Hill Book Company

Supplementary Materials: Disks and User's Guide
Note: Gregg Integratd Office Software. Word processing, spreadsheets, data base management and graphics.

Office: Procedures and Technology, 1987 — Southwestern Publishing
By: Oliverio and Pasework
Supplementary Materials: Textbook, Information Processing Activities Workbook, Tests and Exams and Teacher's Manual
Note: Presents what the office now is and what it is fast becoming. Students will later be able to adapt positively to the changes in the workplace. Focuses on working with others, basic office skills, critical office procedures and understandings and key technological developments. Covers information processing, micrographics, telecommunicatioins, time and workstation management, office safety, records management, communications skills, document formatting, administrative support functions and personal and career development.

Office Procedures: Learning and Instruction, 1984 — Southwestern Publishing
By: Olinzock and White
Supplementary Materials: Softbound Textbook
Note: **Professional** textbook facilitates the development of the skills and knowledge necessary to plan, organize, and implement a successful office procedures program. Intended for use by undergraduates, teachers, and graduate students. Updates and reinforces the teaching of learning strategies and presents elements unique to managing an office procedures laboratory.

Office Resource Book — J. Weston Walch
By: June Dostal
Supplementary Materials: Manual, exam and key
Note: Teaches students to use office reference material.

Office Systems and Procedures — Houghton Mifflin Company
2nd edition, 1987
By: Luke and Stiegler
Supplementary Materials: Text, Teacher's Manual, Workbook and Tests
Note: Fully prepares students for correspondence, filing, scheduling tasks and more. A unique, new unit describes how the integrated electronic office increases efficiency throughout an organization. A wealth of activities reinforce learning and help students refine basic skills--language arts/composing, human relations, mathematics, time management and decision making.

Office Worker Series — Gregg Division
McGraw-Hill Book Company

Supplementary Materials: 5 cassettes, 5 filmstrips and Teacher's Guide
Note: Provides instruction for using the telephone, taking messages, business manuals, interpersonal relations, filing and personal hygiene.

Receptionist, The, 1983 — Gregg Division
By: Joyce Tiering — McGraw-Hill Book Company

Supplementary Materials: Text-Workbook, Teacher's Manual and Key
Note: Fifteen to twenty hours to complete. Duties and tools of a receptionist, meeting the public, telephone techniques, services, equipment, typing and fililng, handling mail, petty cash and travel.

Reference Guide, A Handbook for Office Personnel — Houghton Mifflin Company
2nd Edition, 1987
By: Holmes
Supplementary Materials: Reference Guide and Teacher's Manual
Note: Easy-to-use business reference manual and teaching tool. Basic rules of grammar and mechanics, plus a new glossary of word-processing terms. Ideal for business students and office workers. Teacher's Manual provides "finding" activities and unit tests.

Reference Manual for Office Workers — Glencoe Publishing Company
Supplementary Materials: Student Test, Instructor's Manual and Key, Worksheets
Note: A test for courses in office procedures. It helps students apply rules, guidelines and procedures to everyday business tasks.

Skills for the Electronic World--Reach a Little Higher, 1987 — Southwestern Publishing
By: Moody
Supplementary Materials: Text-Workbook, Audiocassettes and Teacher's Manual
Note: Helps students develop communications skills needed for success in today's complex business office. Includes understanding the work ethic, office politics, goal setting, time management, written and oral communication, listening skills, telephone etiquette and more. Activity-oriented for learning by doing.

Snowdrift Ice Cream Company: A Clerical In-Basket Project, 1983 — Gregg Division McGraw Hill Book Company
By: Richard Wirth
Supplementary Materials: Envelope Kit, Teacher's Manual and Key
Note: 10-15 hour in-basket project.

Sports Spectrum--A Flow-of-Work Simulation, 2nd Edition, 1986 — Southwestern Publishing
By: Warren and Radcliff
Supplementary Materials: Office Simulation Supplies Box (1 per class) consumable, Employee's Manual (1 per student) consumable, Operation's Manual (1 per class) nonconsumable, Teacher's Manual
Note: Integrated, short-term, flow-of-work simulation. Students work as employees of Sports Cpectrum, a large wholesale distributor of sporting goods. Students go through pre-employment procedures, are regulated by company policies and are evaluated on rating sheets. It is flexible enough to involve an entire class at one time for 50-60 class hours.

Teacher Aids for Office Practice — J. Weston Walch
By: Illa Atwood
Supplementary Materials: 50 spirit masters, answer key, 50 photocopy masters, answer key, set of 50 reproducible worksheets, pre-tests and post-tests
Note: Provides instructor with a reliable method for identifying weak points in students' understanding of essential office procedures--and gauge their progress in correcting those weaknesses.

Transcription Skills for Information Processing, 1981 — Gregg Division McGraw-Hill Book Company
By: Schatz and Funk
Supplementary Materials: Text-Workbook, Tapes, Teacher's Manual and Key
Note: Incorporates a sequenced language arts program.

Word Processing Success Kit — J. Weston Walch
Note: Comprehensive material is provided on concepts, vocabulary and equipment, dictation techniques and output skills. All pages may be reproduced.

Resource Listing Addresses:

Gregg Division
McGraw-Hill Book Company
Western Regional Office
8171 Redwood Highway
Novato, CA 94947
(415) 897-5295/5296

Houghton Mifflin Company
Pacific Region Office
777 California Avenue
Palo Alto, CA 94304
(415) 857-0211

J. Weston Walch
P. O. Box 658
Portland, ME

Southwestern Publishing
855 California Avenue
Palo Alto, CA 94304
(415) 857-0556

Glencoe Publishing Company
17337 Venture Boulevard
Evano, CA 91316
(818) 990-3080